
GREAT VALLEY ACADEMY COMPREHENSIVE SCHOOL SAFETY PLAN



BOARD ADOPTED: February 24, 2025

California Brown Act Exemption Disclaimer

Closed meetings and records under exemption from Brown Act records release pursuant to California Government Code 6254. This allows a public body to close certain records as they relate to terrorism response and security information and planning. The records reflected in this report are directly related to terrorism, campus violence prevention and safety.

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MAPS AND TEXT REDACTIONS HAVE BEEN MADE FOR PUBLIC POSTING



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SECTION ONE: IMMEDIATE ACCESS - EMERGENCY INFORMATION

EMERGENCY PHONE NUMBERS

IN CASE OF AN EMERGENCY, DIAL 911

for



POLICE, FIRE, OR AMBULANCE

MODESTO CAMPUS

AGENCY	Emergency Number	Non-emergency Number
MODESTO POLICE DEPARTMENT	911	(209) 572-9500
MODESTO FIRE DEPARTMENT	911	(209) 572-9590
AMR AMBULANCE	911	(800) 913-9113

SALIDA CAMPUS

AGENCY	Emergency Number	Non-emergency Number
STANISLAUS COUNTY SHERIFF	911	(209) 552-2468
SALIDA FIRE PROTECTION DISTRICT	911	(209) 497-2389
AMR AMBULANCE	911	(800) 913-9113

CALLING 911

When calling **911**, be sure you are in a safe place when calling.

When you call **911**, identify your exact location. Remain calm and answer the dispatcher's questions. Police dispatchers are trained to obtain the necessary and required information for a proper emergency response. As the police are being dispatched, answer the questions asked of you by the operator or police dispatcher. Although you are not expected to know all of the answers, answer them to the best of your ability.

If calling from a landline, do not hang up the phone if danger approaches. Just put the phone down and leave the phone line open so the dispatcher can hear what may be happening. If calling from a cellular telephone, take the necessary actions (Run, Hide, Fight) to stay as safe as possible.

GVA EMERGENCY CONTACT PHONE NUMBERS

MODESTO CAMPUS

GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



PRINCIPAL	Brianna de Visser	
ASSISTANT PRINCIPALS	Jennifer Farley Lacey Woods	
FACILITIES MANAGER	Jeffrey Summers	
HEALTH CLERK	Sara Valdez	
ADMINISTRATIVE ASSISTANT	Brenda Collins	

SALIDA CAMPUS

PRINCIPAL	Kayla Jefferson	
ASSISTANT PRINCIPAL	Roop Pannu	
FACILITIES MANAGER	Donnie Cook	
HEALTH CLERK	Rachel Wagoner	
ADMINISTRATIVE ASSISTANT	Stacy Schleigh	

Utility	Vendor	Number	Comments
Gas	PG&E	1-877-660-6789	
Electric First Responder	MID	1-888-897-8222 (209) 526-8222	



MODESTO CAMPUS – IMPORTANT INFORMATION

BUILDING ALARM CODES / CONTACTS

In case a building alarm is accidentally set off, reset the alarm with the code below or contact the following:

OFFICE ALARM CODE
[REDACTED]

NAME	TITLE	CELL NUMBER
Brianna de Visser	Principal	[REDACTED]
Jeffrey Summers	Facilities Manager	[REDACTED]
Marisa Meeks	COO	[REDACTED]
First Security Alarm Systems	Alarm Company	[REDACTED]

MODESTO CAMPUS PERSONS REQUIRING ASSISTANCE

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

In any emergency response, it is important to know the location and status of any people in the affected district facility who may require **PERMANENT OR TEMPORARY** assistance to evacuate or move to a safe place.

- Please ensure the site CSSP or this document is updated if you are or know of any person who is mobility-impaired or has other special needs and will need assistance during an emergency.
- Identify two assistants on the floor who will help the person in an emergency.
- Discuss expectations with those who volunteer to assist.
- Regularly review procedures for response options in an emergency.

GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



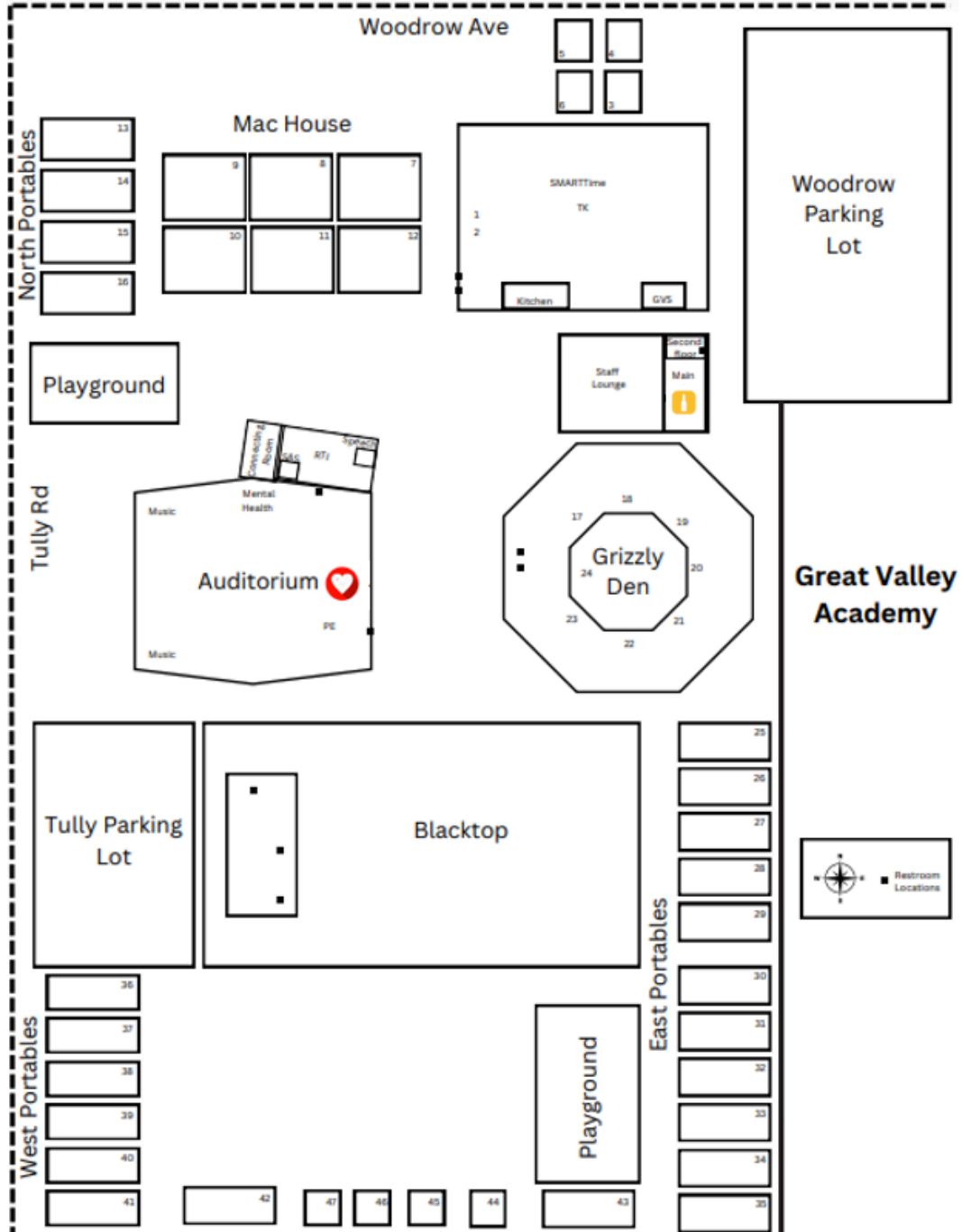
LIST AS OF 01/07/2025

CAMPUS LOCATION	NAME, TITLE & CELL PHONE	TYPE OF ASSISTANCE REQUIRED
Round Building (Room 24)		
Room 26 (Gutierrez)		
Room 36 (Gossett)		
Room 1 (Smith)		
Room 32 (Ruehle)		
Room 17 (Borillo)		
Room 30 (Paulis)		
Room 2 (Struiksmas)		

GREAT VALLEY ACADEMY
 COMPREHENSIVE SCHOOL SAFETY PLAN



MAP of AED  & NARCAN  KITS



GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



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GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



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[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

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GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



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[REDACTED]

[REDACTED]

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GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



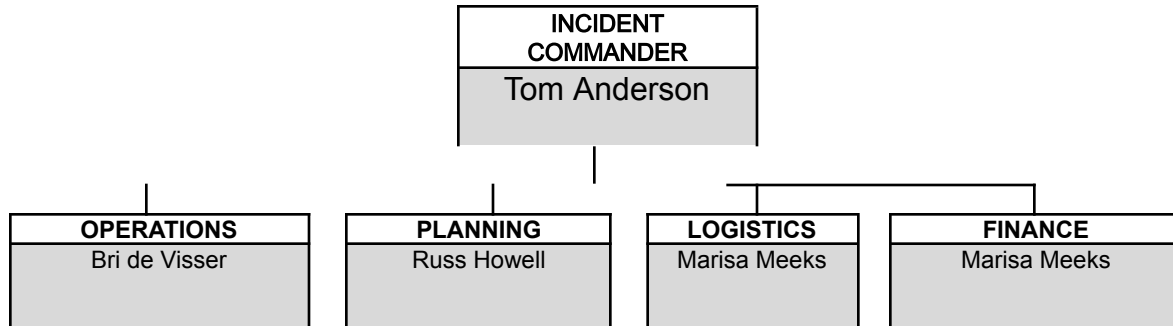
Picture 2

Picture 1

Picture 3

Picture 4

MODESTO GVA ICS ROSTER



SEMS/NIMS requires that all public agencies use five designated functions to serve as the basis for organizing emergency planning and response. The five functions are:

1. INCIDENT COMMANDER (MANAGEMENT SECTION)
2. OPERATIONS SECTION
3. PLANNING SECTION
4. LOGISTICS SECTION
5. FINANCE SECTION

The **Incident Commander** provides the executive **management** of the emergency organization. This position sets policy and provides support to the Superintendent.

The **Operations Section** is the responsibility of the Operations Coordinator. The coordinator directs the efforts of various operational branches: Security, Communications Dispatcher, Search and Rescue, Medical, Health and Safety, and Building and Utility.

The **Planning Section** is the responsibility of the Planning Coordinator. The Planning Section supports the Operations Section with confirmation of information, action plans, and status reports. The coordinator is assisted by the Situation Status and Damage Assessment.

The **Logistics Section** is the responsibility of the Logistics Coordinator. The Logistics Section supports the Operations Section with resources. The coordinator is assisted by the Supply & Purchasing, Care/Shelter/Transportation, Facilities, and Human Resources

The **Finance Section** is the responsibility of the Finance Coordinator. The Finance Section works closely with each Section to effectively establish the proper



documentation for cost recovery. The coordinator is assisted by Accounting and OES/FEMA Documentation.

SALIDA CAMPUS – IMPORTANT INFORMATION

BUILDING ALARM CODES / CONTACTS – SALIDA

In case a building alarm is accidentally set off, reset the alarm with the code below or contact the following:

OFFICE ALARM CODE
 [REDACTED]

NAME	TITLE	CELL NUMBER
Kayla Jefferson	Principal	[REDACTED]
Donnie Cook	Facilities Manager	[REDACTED]
Marisa Meeks	COO	[REDACTED]
First Security Alarm Systems	Alarm Company	[REDACTED]

SALIDA CAMPUS PERSONS REQUIRING ASSISTANCE

LIST AS OF 01/07/2025

CAMPUS LOCATION	NAME, TITLE & CELL PHONE	TYPE OF ASSISTANCE REQUIRED
Room 47	[REDACTED]	[REDACTED]
Room 48	[REDACTED]	[REDACTED]
Room 33	[REDACTED]	[REDACTED]
Room 8	[REDACTED]	[REDACTED]
Room 47	[REDACTED]	[REDACTED]
Room 25	[REDACTED]	[REDACTED]

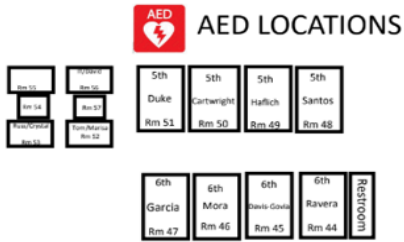
GREAT VALLEY ACADEMY COMPREHENSIVE SCHOOL SAFETY PLAN



MAP of AED



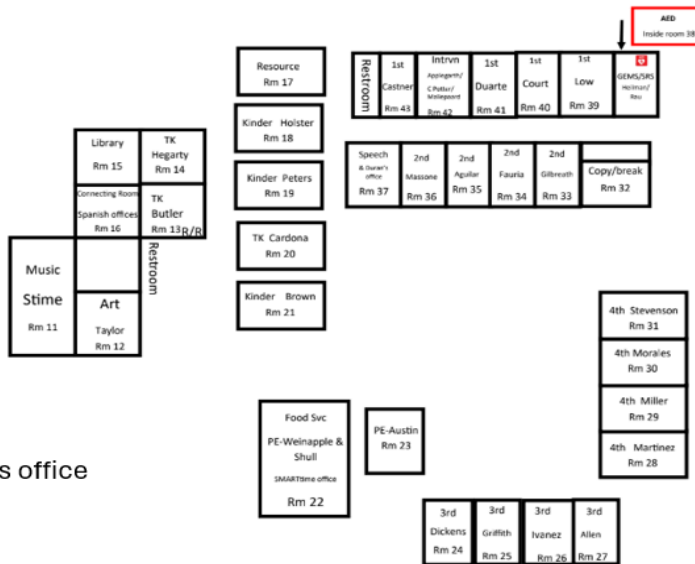
& NARCAN KITS



Great Valley Academy Salida Campus Map 2024/2025

5901 Sisk Rd, Modesto, CA 95356

209-545-7500



GREAT VALLEY ACADEMY COMPREHENSIVE SCHOOL SAFETY PLAN



MAP of AED



& NARCAN



KITS

AED LOCATIONS



NARCAN – Health Clerk’s office

Great Valley Academy Salida Campus Map 2024/2025

5901 Sisk Rd, Modesto, CA 95356 209-545-7500



OFF-SITE EVACUATION POINTS

GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



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GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



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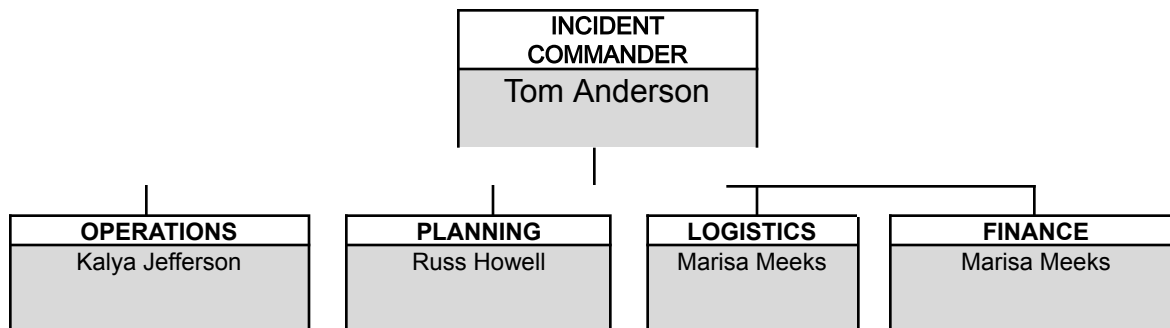
GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



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SALIDA GVA ICS ROSTER



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EMERGENCY COMMUNICATIONS

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report to Administration any news media personnel that appear elsewhere on campus.

COMMUNICATION GUIDELINES

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

EMERGENCIES WITHIN SCHOOL

Internal communications will be via:

- Public address systems
- Emails
- Message runner
- District telephone/emergency radio to administration offices
- GVA's student information systems (School Wise)

External communications will be via:

- The main communications network (ParentSquare)
- News bulletins, Social Media updates, GVA's student information



EMERGENCIES AFFECTING TWO OR MORE SITES

In-district communications will be via:

- Telephone, if operable
- District internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins
- GVA's student information systems (Schoolwise)

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

RADIO SYSTEM USE GUIDELINES

When using the system:

PURPOSE

To standardize the use and protocol of all radios in an emergency situation

OBJECTIVES

- To provide guidelines for the use of base, portable, and mobile radios
- To reduce non-emergency and non-essential traffic to an absolute minimum
- To provide a system of concise communication language that is easy and effective

RESPONSIBILITY

Understand all radios are FCC (Federal Communications Commission) regulated and can be heard throughout the school district. Use discretion in transmitting any message by radio. Avoid transmitting personally identifiable information.

Before speaking, listen to determine if the channel is currently in use by another. Use radios for urgent and work related conversations only.

Instead of sharing proprietary information over the radio, request contact via a telephone extension.



COMMUNICATION PROHIBITED BY THE FCC

- Direct communication of personal messages
- Profane, indecent or obscene language
- Unnecessary or unidentified transmission
- Malicious interference with any other radio transmission

PROTOCOL

1. Non-emergency and non-essential traffic should be kept to an absolute minimum.
2. No transmission is begun without listening for clear air first as is required by the Federal Communications Commission.
3. KEY-UP (depress Talk button to transmit) and hold for 1-2 seconds before speaking. Release the key when finished speaking.
4. IDENTIFY YOURSELF. Complete your message with a closer so the recipient knows the line is open to respond.
(Example: "This is John Smith for GVA SALIDA to Operations Chief. OVER.")
5. The receiving unit will acknowledge the transmission.
(Example: "Operations Chief, Maria Ramirez, here. Go ahead, John.")
6. Confirm when a message has been received. Read back message to ensure accuracy when needed.
(Example: "Operations Chief copies John Smith, GVA SALIDA; Students injured: 2, Staff injured: 3, Students missing: 15, Staff missing: 0; two buildings damaged, cannot enter. Incident Command, OUT").
7. When the transmission is finished both units will SIGN OFF.
(Example: "John Smith OUT" – "Incident Command OUT")



RADIO USE GUIDELINES

1. Hold the microphone receiver at a 45-degree angle to the mouth to improve transmission quality.
2. Speak slowly and clearly.
3. Acknowledge all transmissions so the sender knows their message was received.

GVA RESPONSIBILITIES FOR STUDENTS

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

In case of a declared emergency by the superintendent via a proclamation statement during school hours, all students will be required to remain at school or at an alternate safe site under the supervision of the school principal or others designated by the principal under these conditions:

1. Until regular dismissal time and released only then if it is considered safe,
OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking. Parents should follow the directions stated within the ParentSquare message if received while en route. Students who are on their way home from school are to continue home.

During a declared emergency, those students who have not been picked up by their parents or another authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and notifications made to parents via regular communication channels.



PARENT RESPONSIBILITIES FOR STUDENTS

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.



BOMB THREAT REPORT FORM

School Name:	Time of call:	Received by:
Date:	Time caller disconnected:	Caller ID if any:

Exact Wording of Threat:

Does the voice sound familiar? Like who?

QUESTIONS TO ASK

1. When will the bomb explode:	6. Did you put the bomb there?
2. Where is the bomb?	7. Why?
3. What does it look like?	8. How did the bomb get into the school?
4. What kind of bomb is it?	9. Where are you calling from?
5. What will cause it to explode?	10. What is your name / address / phone number?

Caller Description			
Male	Female	Unknown	Approximate Age:

(Caller's Voice (Circle all that apply))						
CALM	ANGRY	EXCITED	SLOW	RAPID	SOFT	LOUD
NASAL	STUTTER	LISP	RASPY	DEEP	RAGGED	LAUGHING
FRIGHTENED	DISGUISED	SERIOUS	INCOHERENT	SLURRED	CONGESTED	CRYING
CRACKING	ACCENT	SLANG	JOKING	DISTINCT	NORMAL	HEAVY BREATHING

Callers Language (circle all that apply)								
Well Spoken	Educated	Foul	Reading Something	Taped Message	Young Child	Young Adult	Middle Aged	Older/ Elderly

Background Noises (circle all that apply)								
Street sounds	Voices	Music	Motor	Factory	Animal Noises	Static	PA System	House Noises
Machinery	Windy	Local	Clear	Cellphone	Office	Other:		



SECTION TWO: AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:
 - a. Child Abuse reporting procedures
 - b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
 - c. Procedures to notify teachers and counselors of dangerous students
 - d. Sexual Harassment Policy



- e. Safe ingress and egress to and from school
- f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
- g. Dress code
- h. Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages
- i. Fentanyl (Opioid) Overdose Procedures
- j. Procedures for emergency evacuation of students with disabilities

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under CA AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Ed. Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the contents of this plan.

The template is also designed as a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

NOTICE OF PUBLIC MEETING

As directed by CA Ed. Code 32288(b)(1), this safety plan, including the safety plan goals identified in Section 2, shall be presented to designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan.

Prior to adoption, this safety plan was made available to designated invitees for review on the dates listed below:

School	Date of Meeting
Great Valley Academy	2/24/25



IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office. The redacted plan may be posted on the school website.

Great Valley Academy should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians be made available in languages other than English for limited English proficient families.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.



SECTION THREE: SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1) GVA has established a joint safety committee for this purpose.

The joint safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent or guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed. Code 35294.1)

Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed. Code 39294.2)



SIGNATURE PAGE

Great Valley Academy SAFETY PLAN 2024 – 2025

The undersigned members of the Great Valley Academy Safety Planning Committee certify that the requirements for CA AB 1747, Comprehensive School Safety Plan, have been met.

Great Valley Academy Planning Committee	
Tom Anderson, Superintendent, CEO	Date
Kayla Jefferson, Principal, Salida GVA	Date
Brianna de Visser, Principal, Modesto GVA	Date
Staff Representative	Date
Law Enforcement Representative	Date
Parent Representative	Date



ANNUAL SAFETY GOALS

The GVA Safety Planning Committee identifies safety-related goals for the school year and discusses the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Great Valley Academy superintendent.

GOALS ASSESSMENT

Progress on annual safety plan goals is assessed each year at the Safety Committee's last meeting in May.

Great Valley Academy Safety Goals 2025-2026		
Goal 1:		
	Strategies to be Used	Person Responsible
Objective 1:		
Objective 2:		
Goal 2:		
	Strategies to be Used	Person Responsible
Objective 1:		
Objective 2:		



ASSESSMENT OF CRIME ON CAMPUS

Each school is required to assess the current status of school crimes committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Data Source			2024-2025
Suspensions (Number of Incidents)			TBD
- Violence			TBD
- Drugs or Alcohol			TBD
- Weapons			TBD
Expulsions			TBD
Attendance , General Ed. (%)			TBD

Crime at GVA Modesto and GVA Salida is very low. This is due to the fact that parental involvement is emphasized. It is essential to the students that parents and families are involved in educational success as well as school activities. Parents are welcome to attend Collaborative Coffee meetings and are encouraged to attend events such as Back-to-School, Open House, and awards ceremonies.



SECTION FOUR: MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. Per Ed. Code 32282, the comprehensive school safety plan shall include, but is not necessarily limited to, the following:

Limited information is available in this section for a brief description of these mandated policies and procedures. For the full text of these policies, refer to the [Great Valley Academy Parent Handbook](#).

- A) CHILD ABUSE REPORTING POLICY
- B) WEAPONS AND DANGEROUS INSTRUMENTS POLICY
- C) SUSPENSION, EXPULSION OR MANDATORY EXPULSION POLICY
- D) NOTIFICATION OF DANGEROUS STUDENT POLICY
** [Link to Dangerous Student Notification Form](#) **
- E) SEXUAL HARASSMENT POLICY
- F) SCHOOL DISCIPLINE POLICIES
- G) BULLYING / CYBER-BULLYING
- H) DRESS CODE
- I) OPIOID (NARCAN) POLICY
- J) SUICIDE PREVENTION



CHILD ABUSE REPORTING

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- a. Injury inflicted by another person
- b. Sexual Abuse
- c. Neglect of child's physical health and emotional needs
- d. Unusual and willful cruelty; unjustifiable
- e. Unlawful corporal punishment

2. Not Considered Child Abuse

- a. Mutual affray between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - i. To quell a disturbance threatening physical injury to a person or damage to property
 - ii. To prevent physical injury to another person or damage to property
 - iii. For the purposes of self-defense
 - iv. To obtain possession of weapons or other dangerous objects within the control of a child
 - v. To apprehend an escapee



B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practically possible by telephone,

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse.
6. The definition of a child is any person under 18 years of age.



This entire section on Child Abuse has been taken from "California Laws Relating to Minors" manual.

STATE OF CALIFORNIA
 BCIA 8572
 (Rev. 04/2017)

DEPARTMENT OF JUSTICE
 Page 1 of 2

SUSPECTED CHILD ABUSE REPORT
 (Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
 PLEASE PRINT OR TYPE

CASE NAME: _____
 CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE	MANDATED REPORTER CATEGORY
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE		TODAY'S DATE
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY	
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX

Link to fillable form: [State of CA - Suspected Child Abuse Report Form](#)

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school administration to determine if provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by the Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to consensual activity, the abuse must be reported.



Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery, or other indications of an exploitative relationship.
- b. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age, partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship or there is unlawful sexual intercourse with a partner older than 21 years.
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child.
- c. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age.
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.



Not Reportable Sexual Activity:

- a. Children who are 14 years or younger and whose partners are younger than 14 years and or of similar age (maturational age). Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Stanislaus County Child Protective Services Office or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Staff Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

E. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Numbers:

CSA Children's Services (Stanislaus County)	(209) 558-3627
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Police Department:

Modesto Police Department	(209) 572-9500
Stanislaus County Sheriff's Office	(209) 552-2468



MEGAN'S LAW NOTIFICATION

The administration shall receive Megan's Law Sex Offender Information from local law enforcement. That information shall be communicated to the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high-risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

WEAPONS AND DANGEROUS INSTRUMENTS

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

POSSESSION OF WEAPONS

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

REPORTING OF DANGEROUS OBJECTS

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

Refer to the full text of policy for prohibited objects.



SUSPENSION AND EXPULSION POLICY

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently,



STAFF NOTIFICATION OF DANGEROUS STUDENTS

It is the duty of Great Valley Academy to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury which requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

SEXUAL HARASSMENT

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature, when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has either the purpose or effect of "substantially interfering with a person's education."
4. The conduct or communication creates an "intimidating, hostile, or offensive educational environment."



SCHOOL DISCIPLINE POLICIES

"Every teacher in public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning." (CA Ed. Code 44807)

BULLYING AND CYBERBULLYING

Great Valley Academy recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

FENTANYL (OPIOID) OVERDOSE – NARCAN USE

Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip middle and high schools in California with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.



Melanie’s Law focuses on several essential elements:

- Education and Awareness: Raise consciousness about the dangers of youth fentanyl exposure.
- Training: Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and life-saving responses.
- Comprehensive School Safety Plan (CSSP): A structured plan for schools to follow, ensuring student safety against the threat of opioids.

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School Nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START

GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
 - Remove Naloxone Nasal Spray from the box
 - Peel back the tab with the circle to open the Naloxone Nasal Spray
- Action 3.
 - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
 - Tilt the person's head back and provide support under the neck with your hand
 - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
- Action 5.
 - Press the plunger firmly to give the dose of Naloxone Nasal Spray
- Action 6.
 - Remove the Naloxone Nasal Spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help - Dial **911** after naloxone nasal spray is used
- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow dispatcher's instructions



STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose
- If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur.
- Stay with the person until help arrives.
- Follow school administrator's guidance regarding the seizing of all illegal and/or non prescribed opioid narcotics found on victim, process in accordance with Great Valley Academy protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.



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STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth.

Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used.

Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

[REPORT OF NALOXONE \(NARCAN\) ADMINISTRATION](#)

Follow up with treatment referral recommendations.

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SUICIDE PREVENTION

Great Valley Academy recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee has developed measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

The publications of many organizations and governmental agencies contain advice for people who are faced with a suicidal person. That advice is summarized below.

Do's

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.



Do Not

- DON'T** leave the person alone for even a minute.
- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.
- DON'T** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- DON'T** talk too much. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

DRESS CODE

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)



PROCEDURES FOR SAFE INGRESS AND EGRESS

Great Valley Academy has established procedures to ensure the safe ingress and egress of students, parents, and school employees to and from school. The information below shows applicable board policies and administrative regulations and how they contribute to this safety component.

To assist students in safely crossing streets adjacent to or near school sites, the Board may establish a safety patrol. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

GVA holds students accountable for conduct not only on campus but also on their way to and from school.

GVA holds visitors accountable to signing in at the front office. Visitors will be asked to show identification if not recognized. Visitors will be asked to place a visitor's label on their shirt.

Checking students out of school: Parents will need to sign their child out in the office and the student's teacher will be notified to send the student to the office.

If a child arrives after the school day has begun, parents will be required to sign their child in at the office.

GVA prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind, including when on their way to and from school.

If a student flees campus, staff shall call administration. Administration will call parents and the local law enforcement to receive guidance.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

For a list of persons on campus needing assistance, see page 9 or use this link for the [Modesto Campus](#) or page 16 or this link for the [Salida Campus](#).



SECTION THREE: EMERGENCY PROCEDURES

BASIC ACTIONS DURING AN EMERGENCY

Most emergency responses are covered by the following Basic Actions:

Action: **STAND BY**

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: **SHELTER IN PLACE**

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.



ADDITIONAL STEPS FOR TEACHERS AND STAFF, IF APPROPRIATE:

- To protect from any airborne hazards, **advise students to cover their mouths and nose with a damp cloth or handkerchief.**
 - **A school official (or student if no official is present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
 - **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates heat, or may generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Action: LEAVE BUILDING

Action: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. This is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active shooter/Lockdown Alert, when the teacher/admin has ascertained that leaving is the best option.

Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action:** TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat



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Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
- Immediately **TAKE COVER** under desks or tables and turn away from all windows.
- Explosion/Nuclear Attack:
 - Take a protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

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Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.



MEDICAL EMERGENCIES

A medical emergency is a response procedure for an incident involving any person or persons injured or experiencing urgent health issues on the GVA campuses. The procedure is supplementary to calling 911.

Any staff member may initiate a Medical Emergency by notifying supervisors:

Quickly agree who will dial 911 if needed. Call immediately if needed.

When reporting a medical emergency:

- **Name of caller**
- **Location of incident**
- **That there is a Medical Emergency**

Admin or supervisors will:

- respond to the scene or assign staff to the scene as needed
- notify Superintendent's Office if 911 will be called or for significant events
- assign staff to bring AED to scene
- assign staff to direct emergency vehicles
- assign staff to supervise and/or release students as needed

Any time a Medical Emergency is called, an AED will be sent to the site of the Medical Emergency. AEDs are located:

- In Modesto: in the gymnasium. Jump to [Modesto map](#).
- In Salida: inside Room 38, or on the back wall of the hallway behind the front office. Jump to [Salida map](#).

Medically trained staff responding to the Medical Emergency situation will:

- Attend to the victim, assess vital signs, coordinate AED implementation, and provide appropriate medical services until relieved by 911 respondents.
- Complete the AED Use report form which is included in the AED case.
- File the AED Use report with campus Administration.

Medically trained staff responding to the Medical Emergency situation will:

- Attend to the victim, assess vital signs, coordinate AED implementation, and provide appropriate medical services until relieved by 911 respondents.



- Complete the AED Use report form which is included in the AED case.
- File the AED Use report with campus Administration.

Following a Medical Emergency, all responding staff must complete an Incident Log. An Injury report may also be completed to report the nature of the injury if relevant. All logs and reports should be turned in to supervisors before leaving the work site.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of staff training on potential exposures. The Superintendent or designee shall establish a written training plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with bloodborne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

RESCUE BREATHING (Not CPR Rescue Breathing)

- When an adult, child, or infant has a pulse but is not breathing effectively, rescuers should give breaths without chest compressions.
- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

CPR CHEST COMPRESSIONS/RESCUE BREATHING

- Be sure the scene is safe.
- Check the adult, child, or infant for responsiveness and breathing.
- Make sure 911 has been called.
- **IF** the patient is unresponsive and not breathing, provide 30 chest compressions deep and fast.
- Provide 2 rescue breaths.
- Repeat the compression and breath cycle until an Automated External Defibrillator (AED) is available or Emergency Personnel (EMS) arrives.

TO STOP LIFE THREATENING BLEEDING

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If the limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

TREATMENT FOR SHOCK

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

CHOKING / AIRWAY OBSTRUCTION

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.



THREATS AND HAZARDS

EARTHQUAKE

Background

Recent experience has proven that school district buildings, both permanent and portable, are among the safest structures in the event of an earthquake.

Of all earthquake preparedness measures, safety drills are the most important. Essential components of earthquake safety drills are discussion, instruction, and physical demonstration (practice drill). In addition to indicating pre-planning needs, effective earthquake drills simulate (1) actions to be taken during an actual earthquake, and (2) actions to be taken after the ground stops shaking. Building evacuation following a major earthquake is imperative due to the potential dangers of fires or explosions. It is necessary to be prepared for the occurrence of probable aftershocks.

Earthquake – Indoors

- A DROP and HOLD command is given by any staff member at first indication of ground shaking.
- All staff/students: DROP and HOLD and assume protective position under table, desk, or other support object. If appropriate, staff/students should hold onto a table/desk leg to keep it over the body. If in the hallway, move to an inside wall, or stand in a doorway.
- Avoid glass and falling objects.
- Move away from windows.
- Move away from heavy suspended light fixtures.
- Extinguish flames, turn off power equipment, and electrical appliances. If the odor of natural gas is detected, turn off gas valves.
- Remain undercover for at least two to three minutes to assess damage/injuries and to wait for the first aftershock to occur.
- After the first aftershock, or after two to three minutes, activate the site earthquake evacuation plan.



Earthquake – Outdoors

- Move to open space away from buildings, trees, and overhead power lines.
- When shaking stops, activate an orderly evacuation.
- Evacuate building(s) according to evacuation plan.
- Transport injured students to Health Services or a designated triage area.
- Do not allow unauthorized persons to return to buildings until the buildings are officially declared structurally safe. Authorized personnel should only return to a building if absolutely necessary.

While Offsite

- If walking to and from school district/work site, move to open space away from buildings, trees, or overhead power lines. Be alert for possible dangers which would require movement. DO NOT RUN.

Non-Earthquake Structure Failure

- Evacuate affected buildings/area and secure to prevent entrance by staff or students.



FIRE

NOTE: Whoever discovers the fire will immediately sound the fire alarm, notify the main office, and provide details of the situation.

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a school building:

Site administration will:

- Call **911** and notify the Fire Department, the District Office, and the entire administrative team.
- Initiate Incident Command System.
- Initiate and monitor Evacuation.
- Check with staff for missing staff or students.
- Confer with fire department officials about returning to the building and for further instructions.
- In the event of a fire near Great Valley Academy, determine which of the foregoing actions are required.

Staff will:

- Implement Evacuation.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Render first aid as needed.
- Report injured students or staff to the administration.
- Do not return to the building until the all-clear bell rings.

Facilities Staff will:

- Assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- Open necessary gates for fire trucks and other emergency vehicle access when appropriate.
- Keep access entrances open for emergency vehicles.



Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the superintendent or designee.

Fire Near School

Site Administration will:

- Determine the need to execute an evacuation or shelter in place if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling **911**.
- Notify the Superintendent's office.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the superintendent or designee.

FLOOD/INUNDATION

Background

This procedure applies whenever storm water or other sources of water flood or threaten to flood school district grounds or buildings. Flooding may occur because of prolonged periods of rainfall, where the site would not have sufficient time to prepare. Alternatively, flooding may occur without warning, because of damage to water distribution systems, or a failure of a nearby man-made dam.

Administrative Staff:

- Initiate appropriate response actions, which may include sheltering in-place, on-site evacuation, or off-site evacuation.
- Call the local fire department and describe the nature and extent of the flooding.
- Supervise on-site evacuation; ensure staff and students evacuate affected buildings using prescribed routes or other safe routes to the assembly/evacuation area.
- Check with staff to ensure accountability for all students/staff.
- Coordinate with facilities to limit damage.



LOSS OF UTILITIES

For emergency utility shut off procedures, jump to [Modesto Shut-offs](#), or [Salida Shut-offs](#).

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities, the principal or designee will initiate appropriate immediate response actions, which may include Action: SHELTER-IN-PLACE, or Action: LEAVE BUILDING.

- The principal or designee will notify the Maintenance, Operations and Transportation Department and will provide the location and nature of the emergency.
- The principal or designee will notify the Superintendent of the loss of utility service.
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.



POWER OUTAGE / ROLLING BLACKOUTS

IT IS GVA's INTENT THAT SCHOOL WILL REMAIN OPEN DURING A POWER OUTAGE.

For emergency utility shut off procedures, jump to [Modesto Shut-offs](#), or [Salida Shut-offs](#).

In the event of a power outage at a school site, site administrators can expect a significant impact on their school. The information below outlines the steps to respond to a power outage and the current availability of services during an outage.

PROCESS

As soon as the power goes out, the following steps should occur.

- Confirm that the power outage is from PG&E and is not localized, blown breaker, etc. Do this by checking the meter. If the PG&E meter's screen is blank, then there is no power from PG&E.
- If it is local, explore the cause.
- If it is due to PG&E, site staff (Plant Manager or site admin) should check the PG&E site here <https://pgealerts.alerts.pge.com/outage-tools/outage-map/>. Note that the PG&E website will often have vague information. Also note, that sites may have multiple meters on the PG&E site.
- District staff (CBO or Executive Director of Facilities) will contact the PG&E liaison to obtain information on the cause and time to restore.

COMMUNICATION

School Administrators should communicate to parents within 15 minutes of a power outage.



PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine the availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the school district's SCE Block list to determine in which SCE block your site is located.
- Ask your teachers to have alternative teaching methods and plans to be used FOR extended power outages.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances, and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.



HEATWAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- Excessive Heat Warning - Heat Index values are forecasted to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecast to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

The National Oceanic and Atmospheric Administration (NOAA) provides a heat risk tool to advise of heat related impacts on the school district. Link here: [NOAA Heat Risk Tool](#).

Value	Risk of Heat-Related Impacts
0 (Green)	Little to no risk from expected heat.
1 (Yellow)	Minor - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	Moderate - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	Major - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	Extreme - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.



TORNADO / HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the Central Valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

PREPARATION

- The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.
- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio, or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.
- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for **outdoor warning purposes**.



- Identify the safer locations on campus. This should be a smaller building like a classroom or office. **Interior rooms with no windows, i.e. bathrooms, work rooms, closets, etc. are ideal. Modular buildings, cafeterias, and MPRs should be avoided.**
- Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include “drop” procedures where persons are protected under furniture with arms over the head.
- Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.
- Watch for tornado danger signs:
 - Dark, often greenish clouds/sky
 - Wall Cloud - an isolated lowering of the base of the thunderstorm
 - Debris cloud
 - Large hail
 - Funnel Cloud
 - Roaring Noise

PROCEDURES FOR WHEN A TORNADO WARNING SIREN IS ACTIVATED

- Announce and activate over the school P.A. system tornado response procedures
- Secure all doors and windows
- Turn off appliances and utility meters as much as possible
- Move students and staff to pre-designated safe buildings
- Monitor local media stations for updates and instructions
- Shelter in place until the all clear notification is received

DURING A TORNADO

- The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.
- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPRs, or similar large buildings
- If you are caught outdoors, immediately go to your pre-designated safer building or the nearest one.



AFTER A TORNADO

- Continue listening to local news or a NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.



BIOLOGICAL EMERGENCIES

Background

A Biological Emergency is an incident involving the release of, or exposure to, toxins that are capable of causing bodily harm or death. A biological agent can come in the form of a solid, powder, liquid, or gaseous state.

A biological agent can be introduced through the following:

- By mail, via contaminated letter or package
- Using a small explosive device to help it become airborne
- Through a building's ventilation system
- Using a contaminated item, such as a backpack, book bag, or other parcel left unattended
- By intentionally contaminating a food or water supply
- By aerosol release into the air
- By a missile warhead

The following indicators may suggest the release of a biological substance affecting multiple victims:

- Watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Severe vomiting
- Diarrhea
- Abdominal cramping (if foodborne or waterborne).
- Severe skin reactions for certain other agents.

Other indicators may include the presence of distressed animals or dead birds.



ANTHRAX

Anthrax is the most common of biological agents. Anthrax is a disease-causing organism, which can reproduce and keep spreading long after its release. Anthrax has a low mortality rate when properly treated. Anthrax is usually sent to individuals by letters or packages.

The following steps will assist in identifying suspicious letters or packages:

- The mail is unexpected or from someone you do not know
- It is addressed to a title, but no name
- It is addressed to someone no longer at your address
- It is handwritten and has no return address or bears one that you cannot confirm its legitimacy
- The return address does not match the postmark
- Common words are misspelled
- It is lopsided or lumpy in appearance
- It has wires or tinfoil protruding from the envelope/package
- It is sealed with excessive amounts of tape or string
- It is marked with restrictive delivery instructions, such as "Personal" or "Confidential"
- It has excessive postage
- It has oily stains, discoloration, crystallization, or a strange odor
- It is leaking a powdery substance

The following steps should be taken after a suspicious letter/package is identified:

- Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must treat each incident seriously.
- Do not shake or empty the contents of any suspicious envelope/package.
- Place the envelope/package in a plastic bag or other type of container to prevent leakage of contents.
- If a container is unavailable, cover with anything (e.g. clothing, paper, trash can) and do not remove cover.
- Leave room and close door, or section off area to prevent others from entering. Everyone who touched the letter should wash hands. Wash hands with soap and water to prevent spreading any powder to face, other persons, or other objects.



- Have the school district's ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.
- Report incident to district administration staff.
- Administration staff should contact local law enforcement. Give specific location of suspicious envelope/package and what makes it suspicious. List all the people in the room or area when the envelope/package was recognized. Give the list to law enforcement and health authorities for follow-up investigations and advice.

The following steps should be taken in the event an envelope/package with powder spills/ leaks out onto a surface:

- Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must treat each incident seriously.
- Do not clean up the powder. Cover spilled contents immediately with anything and do not re-move cover.
- Leave the room, close and lock the door, or section off the area to prevent others from entering.
- Wash hands with soap and water to prevent spreading powder to face, other persons, or other objects.
- Have the school district's ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.
- Remove heavily contaminated clothing as soon as possible and place in a sealable plastic bag. Give sealed bag to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectants on skin.
- Report incident to administrative staff.
- Administrative staff should contact law enforcement. Give specific location and type of spilled contents. List all the people in the room or area when envelope/package with powder spilled/leaked.
- If a site or building receives a biological threat by phone alleging a contaminated package, back-pack, or book bag, administration staff should follow the appropriate procedures.

Site Administration will:

- Call **911** and notify first responder agencies.
- Initiate and monitor the evacuation of the building.
- Notify upper administration.



- Shut down air handling system in the building if possible.
- If possible, list all the people who were in the room or area. Give this list to the first responder agencies so that proper instructions may be given for medical follow-up and give to local law enforcement for further investigation.
- Provide first aid/emergency care if needed.
- Keep staff/students in a designated area until the problem is resolved or until further instructions are received from authorities.

ENVIRONMENTAL EMERGENCIES

Background

In the event of site environmental emergencies including chemical spills, asbestos fiber release episodes, and air pollution alerts, site administrators and staff must be able to react quickly and effectively to prevent injury or illness.

In any disaster or emergency situation, site administrators shall be responsible for the safety of, and accountability for, staff and students. In any life-threatening situation, staff/instructors shall take immediate action to provide for the safety of staff and students without waiting for directions from a site administrator.

CHEMICAL SPILL

Administrative Staff:

- Call **911** and obtain information about the substance.
- Assess location of chemical spill and determine appropriate action to take for safety of students and others (e.g., evacuation of room, building, or site).
- Secure the affected area and do not allow staff or students to re-enter until the conditions have been controlled.
- Notify law enforcement immediately.
- Evacuate if necessary. Assure that staff/students move crosswind or upwind from the problem area to avoid inhalation of vapors and proceed in an orderly fashion to a designated safe area.
- Provide first aid/emergency care if needed.
- Keep staff/students in a designated area until the problem is resolved or until further instructions are received from authorities.



ASBESTOS FIBER RELEASE INCIDENT







Disturbance of asbestos-containing material may cause asbestos fiber release which could create a potential health risk for building occupants. Site administrators are responsible for maintaining the site asbestos management plan in a readily accessible location.

Administrative Staff:

- Immediately evacuate building occupants and restrict entry into the area.
- Shut off or restrict the ventilation system and other sources of air movement.
- The CAL OSHA Safety Officer will determine appropriate response actions, including verification of an actual asbestos fiber release and cleanup procedures.

AIR POLLUTION ALERTS

Air pollution alerts occur when AQI of 100 or greater air quality concentrations exist. For the daily air quality forecast, go here: [Daily Air Quality Forecast](#)

	0 - 50	Good
	51 - 100	Moderate
	101 - 150	Unhealthy for Sensitive Groups
	151 - 200	Unhealthy
	201 - 300	Very Unhealthy
	301 - 500	Hazardous



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Note: The San Joaquin Valley Air Pollution Control District (valleyair.org) also issues an alert for wildfire smoke events. A local area may be affected by smoke or ash. Site administrators are to use discretion in suspending outdoor physical activity.

Strenuous outdoor physical activities for all students and employees shall be discontinued; activities of a less strenuous nature should be substituted. The intensity of an activity and its potential for increasing the respiration rate for an extended period may be deciding factors for canceling certain activities. Heat and stress aggravate respiratory problems.

In a Stage II or Stage III alert, students shall remain indoors for the duration of an alert; those with respiratory or heart problems should be monitored.

DISTURBANCES, DEMONSTRATIONS & CIVIL UNREST

BACKGROUND

Site administrators may be confronted with disturbances or demonstrations adjacent to a school district site or on a school district site. The courts have held that demonstrations are lawful as long as the demonstrators' conduct does not materially disrupt class work, involve substantial disorder, or invade the rights of others. However, any demonstration on campus may interfere with school district activities and, therefore, could be unlawful.

Site administrators and police officers are empowered to order persons whose presence interferes with the peaceful conduct of the school district or disrupts the school district or its students or school district activities, to leave campus. Persons who fail to comply with such instructions are subject to arrest.

STAFF, STUDENT EMPLOYEE DISTURBANCES AND/OR DEMONSTRATIONS

Site Administration should carefully assess the situation. Designated free speech areas should be considered prior to any demonstration.

With assistance from campus supervisors or local law enforcement, determine the urgency of the situation, the type of assistance needed, and if the crowd really needs to

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be dispersed. If demonstrators are participating in an unlawful assembly on campus, or causing class disruptions, it is recommended the site administrator consult with law enforcement officers to establish the best plan of action.

PUBLIC DISTURBANCE AND/OR DEMONSTRATION

- Politely inform the individual(s) they are disrupting the school district, its students, and/or activities and tell them to leave.
- If the individual(s) refuse to comply, notify campus supervisors. An officer(s) will be dispatched to your location.
- If a physical assault begins, call **911**.

The officer and site administrator will devise a plan of action. The situation will dictate whether additional officers will be needed and/or if the Emergency Operations Center needs to be activated.

Other Considerations

- Consider placing staff to answer telephone calls from concerned citizens.
- Try to determine the issues causing the disturbance and attempt to communicate with the participants.
- With assistance from campus supervisors, try to meet with authorized representatives or leaders who can present their issues and possibly respond to your needs.

LEGAL AND POLICY CONSIDERATIONS

California Penal Code Section 407 (Unlawful assembly defined)

California Penal Code Section 408 (Participation in unlawful assembly)

California Penal Code Section 409 (Failing to disperse after lawful order)

California Penal Code Sections 415 (Disturbing the peace/school grounds)

California Penal Code Section 626.2 (Entry upon school district grounds by student or employee without permission after written notification of suspension or dismissal)

California Penal Code Section 626.4 (Withdrawal of consent to remain on campus)

California Penal Code Section 626.8 (Unauthorized entry upon school grounds)

California Penal Code Section 647c (Obstruction of public way)

California Ed. Code Section 32210 (Willful disturbance of public school district or meeting)



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SHOOTINGS AND FIREARMS INCIDENTS

POLICE AND FIRE RESPONSE AND RESPONSIBILITY

Law enforcement or the fire department will take charge of the operation and maintain criminal investigative control of the incident. Police/fire departments will establish a command post(s) at or near your campus where all operations pertaining to the event will be coordinated.

WEAPONS ON CAMPUS

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is quite possible that guns and other weapons may be brought on-site, either by students, community members, staff, or non-business outsiders. If it is ascertained by staff, law enforcement, or site administration that a weapon(s) has been brought on-site, the following emergency actions will be taken:

Site Administration will:

- Initiate *Lockdown*. Students and some staff in open areas will return, under supervision of other staff, to the closest building.
- Call **911** and notify local law enforcement, proceed under their direction.
- Initiate Incident Command System.
- Notify the District Office.

Staff will:

- Follow *Lockdown* procedures.
- If shooting occurs while inside buildings, instruct students and other staff to hide in a safe corner out of sight of windows.
- If shooting occurs while in open areas assist students and other staff to a safe area.



SHOTS FIRED ON CAMPUS

If an individual(s) begins firing a weapon(s), the following actions will be taken:

Site Administration will:

- Inform staff and students in rooms to initiate *Lockdown* and *Action Drop*.
- Call **911** and immediately notify law enforcement
- Initiate Incident Command System
- Notify the District Office.
- Work in coordination with supervisors of law enforcement agencies until the situation is resolved.

Staff will:

- In rooms, maintain *Action Lockdown* and *Action Drop*, until the situation is resolved. Remain in safe corner out of sight of windows.
- Lock building doors of non-involved rooms.
- In open areas, move students and staff to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate *Action Drop*; this should be done only when there is no chance for students and other staff to reach a safer area.



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BOMBS AND EXPLOSIONS

Background

Most bomb threats are hoaxes. Telephone calls to a school district stating there is a bomb often are made to either disrupt normal activities or provoke an early dismissal. Bomb threats can come in different forms but should be handled in a consistent manner. Safety and the prevention of panic are of paramount importance.

Telephone Bomb Threat

[Jump to Bomb Threat Report Form](#)

- Immediately access the Bomb Threat Report Form.
- Stay calm and courteous. Keep the bomb threat caller talking. Ask for a specific bomb location and time of detonation. Gather information.
- Try to signal a co-worker to listen on the telephone line, if possible.
- Write down information. Listen for background noises. Listen closely to the voice for accents, speech impediments or age indications.
- Immediately notify an administrator. Remember not to use two-way radios- they may detonate a device.
- Call law enforcement to report the incident. If a device or suspicious object is located.
- Admin coordinates with campus supervisors to evaluate information received and decide upon a course of action.
- Searching & Evacuations
 - Admin should consult with local law enforcement prior to making any decision. Local law enforcement is available to assist and coordinate efforts.
- School district personnel should not search for bombs. However, they can provide assistance to law enforcement personnel.

Initiating a search with the assistance of law enforcement and evacuating the site may be the most desired approach if a suspicious package or device is found. Directing the immediate evacuation upon receipt of any threat has inherent negative consequences. Disruption could prompt more false calls.



SUSPICIOUS PACKAGE FOUND OR REPORTED

- Do not touch or disturb the suspected bomb. Do not use radios or cell phones - these may activate some types of bombs.
- Immediately notify the site administrator, and/or local law enforcement of the exact location and description.
- Utilize site evacuation plan or site fire drill procedure to move all staff and students away from the suspected bomb location. A minimum of 1000 feet is recommended.
- If possible, shut off the gas main and electrical power to minimize the possibility of fire.
- Gather any possible witnesses for law enforcement to interview.

EXPLOSION / DETONATION

- Immediately take cover under, or next to furniture, upon hearing an explosion. Try to remain as calm as possible.
- Try to establish what exploded, the extent of damage, and possible life-threatening hazards to determine your next course of action.
- Take immediate action to ensure your safety and the safety of others. Evacuate according to your site plan if necessary; otherwise, remain in your place of cover.
- If you evacuate, go to an area upwind from the explosion site to avoid possible toxic fumes. If smoke is present, stay low, and exit crawling to avoid breathing fumes.
- Immediately notify the site administrator, campus supervisors, and/or local law enforcement of the exact location and description.
- Custodian or plant operations supervisors should turn off power supplies, electricity, and gas lines if safely possible.
- Ensure no one returns for any reason until city fire personnel officially declare the area safe.

Other Considerations

- Attempt to control the situation to avoid panic.
- Everyone should know and understand his/her role. Practice your response.
- Bomb threats require a response; usually no less than a search by qualified personnel (Police/law enforcement).



TERRORISM

Background

An act of terrorism is most often perpetrated by an individual or group who uses deliberate violence against a government or other authorities to achieve certain goals. Terrorist methods may include the taking of hostages, kidnapping, and the use of bombs and explosions. In a school district situation, a student(s) may be kidnapped and held hostage by another person.

Considerations:

- Obtain a photo of the abducted student/employee and provide it to the police.
- Provide the police with information on known friends of the abducted student/employee.
- Try to obtain a description of the abductor and direction of travel.
- Gather any possible witnesses for law enforcement to interview.
- Remain calm -the prevention of panic is important.

HOSTAGE INCIDENT / KIDNAPPING

Call **911**. Be prepared to give the following information:

- Identify hostage location on the site
- Number of assailants, if known
- Number of hostages, if known
- Name of assailants, if known
- Any available description of assailants and weapons
- demands made by the assailants

Notify staff/students to move students away from the hostage location to a safer location.

- Do not evacuate until given instructions by police.

Gather all facts regarding the situation for the police.

- Keep notes on times, any communications from the person holding the hostage(s), and other witness information.
- Provide law enforcement with any assistance:
 - Provide keys for access to classrooms, buildings, and gates
 - Location of power, water, and gas shutoffs
 - Access to roofs
 - Location of phones and other communication devices
- Work with the district office and law enforcement to determine the next steps.
- Gather any possible witnesses for law enforcement to interview.
- Minimize any possibility of the suspect's ability to see or hear news reports.
- Consider the possibility of transportation needs.
- Consider the emotional impact on the students and staff.
- Contact the District Office to assist in media inquiries. This office will coordinate media briefings and media information related to the situation.
- Remain calm-the prevention of panic is important.

Legal & Policy Considerations

California Penal Code Section 207 (Kidnapping)

California Penal Code Section 209 (Aggravating Circumstances)

California Penal Code Section 210.5 (Taking of Hostages)

California Penal Code Section 422 (Criminal Threats)



MASS CASUALTY INCIDENTS

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 911** for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols.
- Determine if the problem will continue or if it is over.
- Notify the Superintendent's Office.
- School representatives will meet the Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, and reassure students.
- The Fire Department will notify appropriate agencies for additional help.
- The Crisis Team will convene.
- Contact the Superintendent to determine the need to send students home.

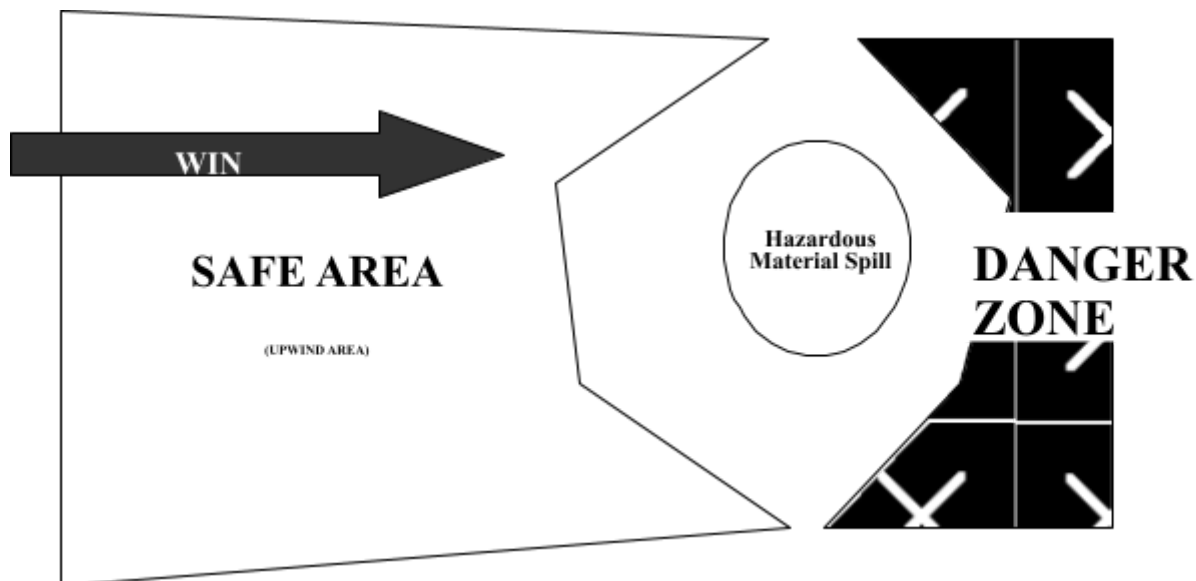
Use the following link to find a Mass Casualty Patient Tracking Sheet in the [Functional Annex](#).

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner	
Solvents	Paint	
Motor Oil	Agricultural Spray	Brake Fluid
Diesel Fuel	Paint Thinner	Airborne Gases/Fumes
Kerosene	Stain	Antifreeze

If the spill is too great to handle, contact the District Office at (209) 576-2283.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, or upstream if possible.**



POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingested a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

CHEMICAL SPILL ON SITE

The following are guidelines for chemical spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter-In-Place protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that chemical
- Notify the District Office

CHEMICAL SPILL OFF-SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of the person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notifications made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway.
DO NOT LIGHT FLARES!
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.



REPORTING CHEMICAL SPILLS

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

SPILL CLEAN UP

Chemical Spills may not be cleaned up by school personnel. Call the Business Office at 209-576-2283. The cleanup will be coordinated through a designated contractor.



■

PANDEMIC STRATEGY – FLU

Link to [Pandemic Flu Checklist](#)

Introduction

The purpose of this Influenza Pandemic Response Plan is to lessen the impact of an influenza pandemic on the residents by providing a guide for health care providers for detection and response to an influenza pandemic event.

Background Threat

Influenza is a highly contagious viral disease. Pandemics occur because of the ability of the influenza virus to change into new types, or strains. People may be immune to some strains of the disease either because they have had that strain of influenza in the past or because they have recently received influenza vaccine. However, depending on how much the virus has changed, people may have little or no immunity to the new strain. Small changes can result in localized epidemics. But, if a novel and highly contagious strain of the influenza virus emerges, an influenza pandemic can occur and affect populations around the world.

California, with its West Coast location and several major ports of entry for flights and shipping from Asia (a likely location for the development of a novel virus), would likely be among the first U.S. locations for an influenza pandemic to establish a foothold. The California Department of Health Services (CDHS) estimates that the impact of an influenza pandemic on California's population of 35 million would include:

- 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million) million outpatient visits (estimated range: 2.8 million to 6.6 million).
- 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- 21,500 deaths (estimated range: 12,900 to 30,200).

An influenza pandemic is unlike any other public health emergency or community disaster:

Many experts consider influenza pandemics to be inevitable, yet no one knows when the next one will occur.

There may be very little warning. Most experts believe that we will have between one and six months between the time that a novel influenza strain is identified and the time that outbreaks begin to occur in the U.S. Outbreaks are expected to occur



simultaneously throughout much of the U.S., preventing sharing of human and material resources that normally occur with other natural disasters.

The effect of influenza on individual communities will be relatively prolonged --weeks to months; when compared to minutes-to-hours observed in most other natural disasters. Because of the substantial lead times required for vaccine production once a novel strain has been identified, it is likely that vaccine shortages will exist, especially during the early phases of the pandemic. Effective preventive and therapeutic measures, including antiviral agents will likely be in short supply, as may some antibiotics to treat secondary infections. When vaccine becomes available, it is expected that individuals will need initial priming dose followed by a second dose approximately 30 days later to achieve optimal antibody responses and clinical protection.

Health-care workers and other first responders will likely be at even higher risk of exposure and illness than the general population, further impeding the care of victims. Widespread illness in the community will also increase the likelihood of sudden and potentially significant shortages of personnel in other sectors who provide critical community services: military personnel, police, firefighters, utility workers, and transportation workers, just to name a few.

Benefits of pre-event planning

In addition to preparing to respond to an actual pandemic, increasing awareness among the public health, medical, and emergency response communities will foster greater concern about "routine", annual influenza epidemics, which kill an average of 20,000 Americans every winter.

Prompt improvements in infrastructure to address the major elements of pandemic preparedness can have immediate and lasting benefits and can also mitigate the effect of the next pandemic. For example, increasing routine, annual influenza vaccination coverage levels in high-risk patients will not only reduce their risk of dying or being hospitalized during the pre-pandemic period, but will also facilitate access to such patients through greater confidence in the benefits of influenza vaccination and expanded programs to access those patients when the next pandemic occurs. Similarly, increasing the coverage of pneumococcal vaccine in such patients could have a significant impact on the incidence and severity of secondary bacterial pneumonia.



MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
 - Call **911**.
 - Contact the school office to report the incident and any persons injured or trapped.
- If no buildings are in danger, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from the building as appropriate. Maintain control of students and take roll and complete accountability reports.
- If evacuated, wait for instructions from the principal or designee.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off the emergency switch (if at a gas pump)
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling **911**

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.).



Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

FALLEN AIRCRAFT

If an aircraft falls near the school, the following will be accomplished:

- The principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the principal.
- All students and staff will be kept at a safe distance, allowing for a possible explosion.
- If possible, the principal will determine whether the aircraft is military, commercial, or a private plane.
- Call **911**
- Notify the Superintendent or Assistant Superintendent.



ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a bear, snake, dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

- Call **Non-emergency**.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside.
- It is suggested closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the principal/designee will initiate off-site evacuation procedures or call 911.

An animal attack meets the criteria for workplace violence and shall be documented in your SB 553 Workplace Violence Prevention Plan documents.



SECTION FOUR: COMPREHENSIVE SCHOOL SAFETY PLAN INFORMATION

LAWS, AUTHORITIES, AND SYSTEMS

Laws and authorities that provide the legal basis for this Emergency Operations Plan include:

FEDERAL LAWS

- Robert T. Stafford Disaster Relief and Emergency Assistance Act 2000 (FEMA 592, June 2007)
- Homeland Security Presidential Directive 5 "Management of Domestic Incidents"
- Homeland Security Act 2002
- Public Law 875, 81st Congress, September 30, 1950 (Emergency Preparedness)

STATE LAWS

- California OES Emergency Services Act
- California Administrative Code, Title 5, Education
- Government Code, Chapter 8, Division 4, Title 1 Sections 3100 and 3101
- Civil Code, Section 1714.5 Liability for Civil Defense Activities
- Government Code Section 3102
- Labor Code, Division 4, Part 1, Worker's Compensation Benefits for Civil Defense and Disaster Service Workers
- Vehicle Code Sections 40830, 41401, and 41402
- Office of Emergency Services Bulletin Number 3, Section 1
- Earthquake Protection Law (Riley Act)
- California Code of Regulations, Title 19, Sections 2400-2450 Government Code 8607 (a)
- Disaster Service Workers, California Labor Code 4351, Governmental Code 3211.92 and 51
- The Katz Bill, California Ed. Code 35295
- California Field Act and Public School Construction, California Ed. Code 17280-17317, 80030-81149



DISASTER SERVICE WORKER STATUS

California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, a state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed
2. When a state of emergency has been proclaimed
3. When a federal disaster declaration has been made

Per this section, inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

California Civil Code, Chapter 9, Section 1799.102, the "Good Samaritan Liability" law provides protections for those providing emergency care at the scene of an emergency.

No person who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.



SECTION SIX: ICS /SEMS / NIMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a brief discussion of how the **Standard Emergency Management System (SEMS)** and the **Incident Command System (ICS)** can be adapted to your school. A more thorough discussion starts on page 91. For the Modesto ICS roster, use [this link](#) or go to page 15. For the Salida ICS roster, use [this link](#) or go to page 22.

MAJOR CONCEPTS AND COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander or School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

ICS TERMINOLOGY

All teachers and staff in the school should use ICS terminology. The terminology should be known **before** a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar terminology.



HOW ICS FUNCTIONS

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications. Avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

UNIFIED COMMAND STRUCTURE

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

ADVANTAGES OF USING UNIFIED COMMAND

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.



PRE-DESIGNATED INCIDENT FACILITIES

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

On the following pages, SEMS, NIMS, ICS and Unified Command are described in further detail, including training mandated by state law and recommended training to gain a working knowledge of how ICS works. District administrators should have a working knowledge of ICS including SEMS/NIMS.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. The system unifies all elements of California's emergency management community into a single integrated system and standardizes key elements.

SEMS incorporates:

- Incident Command System (ICS) - A field-level emergency response system based on management by objective.
- Multi/Inter-agency coordination - Affected agencies working together to coordinate allocations of resources and emergency response activities.
- Mutual Aid - A system for obtaining additional emergency resources from non-affected jurisdictions.
- Operational Area Concept - County and its sub-divisions to coordinate damage information, resource requests, and emergency response.

To respond to frequent and multiple disasters occurring anytime and anywhere in the state, it is important that emergency response agencies operate within a clear and consistent organizational structure. Public agencies are increasingly required to manage the costs of emergencies more effectively with fewer resources. Many different agencies must work together effectively to protect lives, property, and the environment during disasters. SEMS facilitates priority setting, interagency cooperation, and the efficient flow of resources and information.



INCIDENT COMMAND SYSTEM (ICS)

ICS is defined as a standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. The ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. ICS is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

The purpose of mutual aid is to ensure that after an agency has committed or is about to exhaust all available resources, other public agencies may be called upon to provide assistance. Cities, counties, and the State of California joined together in the Master Mutual Aid Agreement in 1950, which provides for mutual assistance agreements between and among cities, counties, and state and local agencies and districts. Law enforcement and fire services use their mutual aid systems frequently, sometimes on a daily basis.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location, or complexity. It is intended to improve coordination and cooperation between public and private entities in a variety of incident management activities and provide a common standard for overall incident management.



EMERGENCY OPERATIONS CENTER (EOC)

If necessary, the ICS Emergency Response Team will set up an Emergency Operations Center in the Superintendent's Office in the Business Office. This room is equipped with access to computer equipment, supplies, etc.

Staff will meet in the EOC to manage preparations for an impending event or manage the response to an ongoing incident. By gathering the decision makers together and supplying them with the most current information, better decisions can be made. Secondary EOCs should be set up at school sites for large scale response. The EOC supports the following incident management functions:

Activation - Bring knowledge and expertise together to deal with events that threaten the organization

Situation Analysis/Briefing - Gather information to determine what is happening and to identify potential impacts. Efficiently share information among team members

Decision Making and Planning - Provide a single point for decision-making and decide on a course of action for the current situation

Resource Management - Provide a single point of contact to identify, procure and allocate resources

Incident Management - Monitor actions, capture event data and adjust strategies as needed



FUNCTIONAL ANNEX

DRILLS

When students are involved, the Great Valley Academy should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILLS

The earthquake emergency procedures shall be listed in, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

As used in this safety plan, a “drop procedure” means an activity where each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Consider evacuation. However, an evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are



not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.



FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (*Code of Regulations, Title 5, Section 550*)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL FIRE DRILL

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
- Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.



LOCKDOWN DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Elementary schools should conduct drills every other year without students present (or annually if the local police department has the resources to support the drills.) Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

- Conduct a staff meeting. Plan on a 30-minute timeframe to review expectations and standards in terms of:
 1. Locking doors
 2. Moving room occupants to a safe area in the room
 3. Turning off lights
 4. Barricade door (if doors open inward)
 5. Reviewing classroom and all clear procedures
 6. Reviewing off-site evacuation locations.
- Send a follow-up reminder memo to your staff
- Organize your assessment team.
- Conduct the assessment.
- Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.



DRILLS AND SAFETY TRAINING RECORD

DATE	DESCRIPTION	ATTENDANCE RECORDS SAVED
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
		<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A



GREAT VALLEY ACADEMY

REPORT OF NALOXONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by the Great Valley Academy legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____	Age: _____ Date: _____
School/Site: _____	Location: _____
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor	Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin <input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian <input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Signs of Overdose Present	
<input type="checkbox"/> Blue lips <input type="checkbox"/> Breathing slowly <input type="checkbox"/> Shallow breathing <input type="checkbox"/> Slow pulse <input type="checkbox"/> Unresponsive <input type="checkbox"/> Weak pulse <input type="checkbox"/> Other (specify) _____	
Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin <input type="checkbox"/> Benzos/Barbituates <input type="checkbox"/> Cocaine/Crack <input type="checkbox"/> Alcohol <input type="checkbox"/> Methadone <input type="checkbox"/> Suboxone <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify) _____	



Naloxone Administration Incident Reporting	
Date of occurrence: _____	Time of occurrence: _____
Vital signs: BP ____ / ____ Temp ____ Pulse ____ Respiration ____	
Location where student was found:	
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Health Office <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Other (specify): _____	
How was the naloxone given: <input type="checkbox"/> Injected into muscle <input type="checkbox"/> Sprayed into nose	
Naloxone lot #: _____ Expiration date: _____	
Naloxone administered by: (Name) _____	
Was this person formally trained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	
Parent notified of naloxone administration: (time) _____	
Was a second dose of naloxone required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ If yes, was that dose administered at the school prior to arrival of EMS? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ Approximate time between the first and second dose: _____	
Naloxone lot #: _____	Expiration date: _____

Person's Response to Naloxone	
<input type="checkbox"/> Combative	<input type="checkbox"/> Responsive/Angry
<input type="checkbox"/> Responsive but sedated	<input type="checkbox"/> Responsive and Alert
<input type="checkbox"/> No response to naloxone	

Post-Naloxone Observations (Check all that apply)	
<input type="checkbox"/> None	<input type="checkbox"/> Seizure
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Difficulty breathing
<input type="checkbox"/> Other (specify): _____	

Other Actions Taken	
<input type="checkbox"/> Sternal rub	<input type="checkbox"/> Recovery position
<input type="checkbox"/> Rescue breathing	<input type="checkbox"/> Chest compressions
<input type="checkbox"/> Automatic defibrillator	<input type="checkbox"/> Yelled
<input type="checkbox"/> Shook the person	<input type="checkbox"/> Oxygen
<input type="checkbox"/> Other (specify): _____	

GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



Disposition
EMS notified at: (time) _____
Transferred to ER: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If yes, transferred via: <input type="checkbox"/> Ambulance <input type="checkbox"/> Other: _____
Parent: <input type="checkbox"/> At school <input type="checkbox"/> Will come to school <input type="checkbox"/> Will meet student at hospital <input type="checkbox"/> Other: _____
Hospitalized: <input type="checkbox"/> Yes <input type="checkbox"/> If yes, discharged after _____ days <input type="checkbox"/> No
Name of hospital: _____
Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____
Signature: _____ Title: _____
Phone number: (____) _____ - _____ Ext.: _____
School/Site: _____
School/Site Address: _____



PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available): <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Before- and after-school program providers • Local health department representative • Mental health professional • Teachers • Parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Determine if any additional policies or procedures are needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.
Completed	In Progress	Not Started	

GREAT VALLEY ACADEMY
COMPREHENSIVE SCHOOL SAFETY PLAN



Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.15 Distribute and display “Handwashing” and “Stop the Spread of Germs” posters in each classroom. (https://www.cdc.gov/handwashing/materials.html)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.



2. Preparedness

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Review procedures for communicating with staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Use prevention strategies ¹ NOW for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

¹ Teach and practice hand washing and hygiene/cough etiquette. Although the annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.



3. Response

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Track the number of staff and students absent daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Finalize the information that needs to be communicated to staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.



4. Recovery

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a “safe room” for counseling services to be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.5 Announce counseling support services that are available to students and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.6 Provide rest places for those staff and students who tire easily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.10 Consider offering school-based health and mental health services, if available, by community, school district, or public/nonprofit mental health agencies and identify funding to support these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.12 Follow up with student referrals made to community agencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.13 Conduct debriefings with the crisis recovery team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.14 Document “lessons learned” and incorporate them into revisions and training.



GREAT VALLEY ACADEMY

DANGEROUS STUDENT NOTIFICATION FORM

STUDENT NAME:		STUDENT ID#:	
CLASS:			
KNOWN OFFENSE DETAILS			
DATE OF OFFENSE:		DATE DISTRICT WAS NOTIFIED OF OFFENSE:	
WHO AT DISTRICT WAS FIRST NOTIFIED:		HOW WAS DISTRICT NOTIFIED (MAIL, PHONE, EMAIL, etc)	
BRIEF DESCRIPTION			
SIGNATURES ON DATE TEACHER WAS NOTIFIED			
TEACHER SIGNATURE:		DATE:	
SITE ADMINISTRATOR SIGNATURE:		DATE:	

Education Code 49079 requires that the District notifies bargaining unit members of students who have engaged in, or are reasonably suspected of engaging in certain suspendable or expellable acts listed in education code section 48900, 48900.2, 48900.3, 48900.4, and 48900.7.

Information on dangerous students is required under Education Code 49079 to remain confidential from other students.

Distribution to: Superintendent's office, Teacher notified, Student file.